



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

THE ROUND TABLE

THE ENGLISH TEACHER'S CARD FILE

The card file, whether in large form or small, whether used by expert or by amateur, is one of the many modern devices that is everywhere proving its value. In libraries, in offices, in various denominational and philanthropic institutions, even in the kitchen, it is coming to be regarded as a prime essential, without which no business can be done. The schools alone fail to recognize its many advantages and labor-saving qualities. Yet its value for pedagogues is as great as for anyone else. I do not wish to refer to its use in the administration of a school, for there it is beginning to be installed to some extent, but I do wish to consider for a moment with the readers of the *English Journal* the very great use which the individual teacher may make of it in his classroom.

Provided with some sort of a card box, whether of metal or wood, or even of cardboard, the English teacher will find that an era of peace and order has come over his classes. There will be no more searching through desk drawers or innumerable loose-leaf notebooks for that examination which Tommy missed or for that list of outside reading from which Mary is to make her selection. Every such item will be on its proper card behind its proper guide, ready to be found instantly. When it has served its purpose, it may be removed and place made for some new memorandum.

Indeed, the uses of the file for the English teacher are legion. Lesson plans for the day, or outlines of plans and assignments for a week or a month or a year, may be made out on cards and placed in the box, to be left till they are wanted at some particular moment in the course of the recitation. Theme topics, whether for oral or written themes, which have proved to bring a ready response of interest, may be kept thus, together with references to illustrative passages or to student themes which may be read aloud in preparation for the assignment. Sets of examination questions, outlines of lectures, and references to exercises in grammar, or punctuation, or rhetoric, culled from various books, may be preserved. Classified lists of outside reading may be always on hand so that the rare but much-to-be-encouraged boy or girl who comes asking

for something to read at home may be helped instantly before his fervor has palled. Then for the teacher's own private use there might be a division for the indexing of educational articles which have been found to contain suggestions worthy to be carried out at some time in the classroom. And finally, there might be a miscellaneous division, which would serve as a "tickler" and which might even be equipped with a set of calendar guides so that the "follow-up" system may be used. This might be combined with lesson plans most advantageously, or be used for purely administrative matters.

The style of the file must of course be determined by the needs of the individual teacher. An experienced teacher, with many classes and many school activities outside of his classes, will, of course, need a far larger file than the young teacher with five classes all doing the same work. But even the teacher with much material on hand may find it better to have a very small unit on his desk containing the cards for which he has immediate use and to keep the remainder in a larger unit which he will use as a transfer or storage unit. As for the cards themselves, ruled cards, four by six inches, without "down" lines, will be found most convenient and most economical of space. The divisions by guide cards, like the style of the cabinet, will likewise be determined by the needs of the teacher. Probably a division by classes, such as "English Three," "English Four," "Mediaeval History," especially if some other study is combined with English in the teacher's program, with a further subdivision by subjects, such as "Examination Questions," "Outside Reading," and "Theme Topics," will make for the best and quickest use of the file. But this matter, too, is very flexible, and must be determined by the one principle which governs the whole use of the file, and which, indeed, makes its use worth while—convenience.

LOIS GILBERT SUTHERLAND

CHICAGO, ILL.

NOVEL-READING IN A NORMAL SCHOOL

The article by Mr. F. A. Scofield on "Outside Reading" in the October, 1916, issue of the *English Journal* leads me to believe that some readers may be interested in a scheme which I am using to stimulate interest in novel-reading.

One of our courses is in prose fiction. It is a short course in the study of fiction, the aim being to give the student some idea of the